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Over the past several years, the field of elementary school guidance has grown in scope and importance. This monograph, from the Department of Guidance, Counseling, and Student Personnel at Ohio University, represents a recent, comprehensive picture of the status of the field. These five major sections comprise the monograph: (1) a statement of the need for elementary school guidance and the place of the guidance workers, (2) a summary of available programs of graduate study in elementary school guidance, (3) a discussion of the definition, roles, and characteristics of the American elementary school counselor, (4) a section describing in detail, many functions of full-time elementary school counselors, and (4) implications for the further development of the field. References are given, and appendices include a list of institutions offering degrees. (BP)

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Functions and Preparation of the Elementary School Counselor

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CENTER FOR EDUCATIONAL RESEARCH AND SERVICE

College of Education

Ohio University

Athens, Ohio

Pupil Services Series, 1968

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PREFACE

Beginning in the early 1960's, guidance services for the elementary schools received strong emphasis and experienced phenomenal growth. In 1961, Distinguished Professor of Education, Dr. George E. Hill and Associate Professor of Education, Dr. Dale F. Nitzschke of Ohio University published a summary of a survey concerned with preparation programs for Elementary School Counselors. The report revealed that a number of universities purported to have preparation programs for these specialists. Hill and Nitzschke authored a monograph in 1964, *The Elementary School Counselor: Preparation and Functions,* Pupil Personnel Series, (Ohio University, Athens, Ohio, 1964,) which was a detailed and thorough report of preparation programs.

With the continued initiation and expansion of elementary school guidance programs, and with an accumulating body of research regarding identified needs of elementary school children, there has been a parallel growth in the number of universities offering programs for the preparation of elementary school counselors. This report is concerned with the development and progress of such training programs.

Building upon the base data of the earlier studies conducted at Ohio University, Dr. Dale F. Nitzschke, Associate Professor of Education of Ohio University, Dr. Kenneth Greene, Assistant Professor of Education, Illinois Northern University, De Kalb, Illinois, and Dr. George E. Hill, Distinguished Professor of Education have compiled the original and unique data for this monograph. A 1967 study by Nitzschke, and Greene's 1966 National Survey of elementary school counselors provided the culminating data for this report. All who are concerned with the qualitative development of elementary school guidance should find this monograph useful as a frame of reference.

Dean L. Hummel
Chairman
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INTRODUCTION

For the past ten years the Department of Guidance, Counseling, and Student Personnel of Ohio University through its Monograph Series, has been keeping the Guidance profession abreast of significant changes and innovative developments. Over the past several years special consideration has been given to the growth and development in the field of Elementary School Guidance. Through a number of national surveys dealing with the growth and expansion of preparation programs, and the actual assessment of the functions of elementary school counselors on the national scene, a comprehensive profile of these developments has been achieved.

This monograph, prepared by Greene, Hill, and Nitzschke represents the latest and most complete picture of the status of Elementary School Guidance. All evidence seems to indicate that there is a constant, continuous and desirable rate of change and growth emerging in a most significant and dynamic profession. It is also evident that we have learned much from our past efforts in developing programs in Secondary School Guidance and that these learnings are being applied appropriately as guidelines in our efforts at building sound programs in the field of Elementary School Guidance.

Gilford W. Crowell, Dean
College of Education

I

THE NEED FOR ELEMENTARY SCHOOL GUIDANCE

"Guidance for all children is an essential component of educational experiences in the elementary schools . . . if the school is to provide the maximum opportunity for learning." (ACES-ASCA) This learning is, most desirably, the result of a blend of guidance into the elementary school curriculum. (Shuster) It most desirably assists children to achieve at least the five types of learnings, as identified by Hill. These are:

1. To help children to mature in their understandings of themselves and to accept the responsibility for these understandings.

2. To help children to mature in their understanding of the world of education and the world of work.

3. To help children to mature in their ability to make their own choices and to solve their own problems.

4. To help children to mature in their sense of moral values, in their inward sense of conscience.

5. To help children to mature in their understanding of the nature of human relations, of the applied psychology of personal and social adjustment. (Hill, 1965) *The Elementary Worker.*

There exists much difference of opinion in regard to the specific functions to be performed by persons working in a guidance capacity in the elementary school. One of the reasons for this is the fact that several different labels have been attached to persons working in essentially the same capacity. Another reason for this is the fact that in many schools, "the pupil services being provided are those of the school psychologist, the school social worker, or both."[4] Thus, there is a variety in the definition of role and function of the elementary school guidance worker.[4] Hill pointed out that the variety, in many instances, represents sensible adaptations to the needs of a particular school.

As the various adaptations develop, then, variations in the functions performed by the elementary school guidance worker also develop. These variations are due, in part then, to differences in local school needs, to differences in pupil personnel program organization, and to differences in school philosophy and purpose.[3]

Although it is most appropriate and most understandable that varying types of elementary school guidance programs do exist, and although the various functions performed by counselors may never achieve standardization, it is essential that these functions are identified so as to provide for counselors, for counselor educators, and for administrators, a more adequate understanding of the counselor's role. This is important for at least two reasons. First, the counselors must understand what functions they are to accomplish if they are to function effectively. (Hill, 1965) A part of this understanding arises from the influence of counselor educators. This influence helps the counselors to formulate philosophy, to determine the methods by which that philosophy is implemented, and, to create counselor attitudes toward the field of guidance. (Barry-Wolf) The counselors learn from the counselor educators what the counselor educators believe they, the counselors, should be performing. Second, an understanding of the counselor's role is important because counselor educators must also understand what they are to accomplish if they are to function effectively. Since the counselors role determines much of the content of counselor education programs, the counselor educators must become aware of the functions that counselors actually do perform. (Wrenn, Arbuckle)

In addition, since it is important that counselors articulate their own identity, counselor educators must become aware of the functions that counselors judge they should perform. (Shertzer-Stone)

ASCA recognized that it was important for others to be aware of the functions that counselors should perform when it described its "Statement of Policy" as a statement of what should be, rather than what is. (ASCA) The joint ACES-ASCA Committee on the Elementary School Counselor represents the endeavor of both counselors and counselor educators to articulate the functions that the elementary school counselor should perform. (ACES-ASCA)

It is the purpose of this monograph to report the findings of two complementary nation-wide surveys of the preparation and functions of elementary school guidance workers. The preparation study was done by Nitzschke, following the pattern of his 1961 and 1964 surveys. Greene's intensive study of full-time counselors, employed to work in *both* the primary and the intermediate grades came about as close to a saturation identification of this portion of the elementary school counselor population as would seem possible.

PROGRAMS OF GRADUATE STUDY IN ELEMENTARY SCHOOL GUIDANCE

For the past six years a rather close scrutiny has paralleled the growth of programs for the preparation of elementary school counselors. The observations which were made in the Hill and Nitzschke study of 1961 concerning the similarity of preparation programs for both elementary and secondary school counselors seems far less appropriate today. At that time many of the preparation programs for elementary school counselors differed little — some not at all — from the preparation programs for secondary school counselors. In 1964 Nitzschke and Hill identified forty-five institutions which offered separate and distinct preparation programs for elementary and secondary school counselors.

In an attempt to bring up-to-date and into focus the developments in the field of elementary school guidance on the national scene, another survey was made of those institutions involved in the earlier studies. Ques-

tionnaires were sent to 653 institutions and responses were received from 543 for an 83 percent return. Of the total number of institutions responding, 77 indicated that they offered a preparation program for elementary school counselors, at the master's degree level, which was distinctly different from that for the preparation of secondary school counselors. Eighteen institutions indicated that this situation existed in their training program at the doctoral level. (A list of these institutions may be found in Appendix A).

Thus, in a period of six years the development of preparation programs for elementary school counselors looks as follows:

	1960	*1964*	*1967*
Institutions which offer distinctly different elementary guidance prep. programs	39 Masters 4 Doctoral	45 Masters 3 Doctoral	77 Masters 18 Doctoral

Correspondingly, the increased involvement in this area on the part of faculty and students is quite substantial:

	1960	*1964*	*1967*
Professors involved in training elementary school counselors.	Not Available	132	280
Students preparing for elementary school guidance work.	296	369	820

Although the change in course offerings over this six year period has not been dramatic, there has been a recognizable trend toward more specific identification of courses labeled as elementary school guidance, or elementary school guidance related activities. Listed below are the top ten courses which were most commonly offered at the three times the survey was taken:

1960	*1964*	*1967*
Techniques of Counseling	Guid. in the El. School	Tests & Meas.
Individual Mental Testing	Guid. & Coun. Practicum	El. School Guid. Prin.
Principles of Guidance	Seminar in Child Devel.	El. Sch. Coun. Tech.
Mental Hygiene	El. Sch. Coun. Techniques	El. Sch. Coun. Prac.
Tests & Measurements	Child Psychology	Child Growth & Devel.
Psych. of Excep. Children	Supervised Coun. & Field Exper.	Voc. Theory & Info.
Seminar in Guidance	Exceptional & Atypical Child	Statistics
Analysis of the Individual	Ind. Testing & Analysis	Organ. & Admin. of El. Guid.
Practicum in Counseling	Organ. & Admin. of Guidance	Group Coun. Theory
Organ. & Admin. of Guid.	Parent-Teacher-Child Relations	Child Psychology

As mentioned, the tendency to become more specific as far as designating training experience geared toward the elementary school setting is quite apparent. Interestingly, in the 1967 survey, two courses appeared in the top ten which heretofore had not been included as course offerings in these programs, namely, "Vocational Theory and Information" and "Group Theory."

Preparation in 1967. Greene asked his 610 counselors for information about their preparation.

Fifty-five per cent of the counselors indicated that they had a Master's Degree or beyond in elementary school guidance, and thirty-six per cent indicated that they had a Master's Degree in secondary school guidance. These percentages agree well with the counselors' responses concerning how many years it has been since their Master's Degree was completed. Only twelve per cent (sixty-nine) of the counselors indicated that they did not have a Master's Degree when asked how long they had held such a degree.

Forty-two per cent of the counselors indicated that they were, at the time of the survey, enrolled in further graduate level courses of study, and an additional fifty per cent of the counselors responded that they had earned graduate level credit within the last three years.

The counselors indicated that they had earned graduate level credit in the following areas of study. In

descending order of frequency of credit earned, these courses were:

Course	*f*	*% of total*
Tests and Measurements	599	92
Counseling Theory	536	88
Child Growth and Development	503	83
Child Psychology	439	72
Organization and Administration of Guidance	414	68
Elementary School Guidance	390	64
Vocational Theory and Information	387	63
Statistics	367	60
Personality	356	58
Group Counseling Theory	333	55
Abnormal Psychology	333	55
Individual Intelligence Testing	313	51
Exceptional Children	309	51
Sociology	303	50
Adolescent Psychology	293	48
Remedial Reading	290	48
Elementary School Curriculum	286	47
Counseling Practicum with Elementary Pupils	265	43
School Administration	238	39
Social Psychology	236	39
Counseling Practicum with Secondary Pupils	186	31
Group Counseling Practicum	101	20
Internship in Elementary Guidance	85	14
Advanced Practicum with Secondary Pupils	62	10

When Nitzschke's findings, as reported by the various colleges and universities in 1967, were compared to the findings of Greene, (Greene, 1967) as reported by elementary school counselors in the United States, some interesting but understandable discrepancies may be noted.

For example, while the institutional course offerings naturally parallel the courses elementary school counselors are *now* completing, many of the practicing school counselors have not completed many of the newer course offerings. Only three courses have been completed by as many as three-fourths of the counselors. These were: tests and measurements, counseling theory, and child growth and development. It is obvious that only the more recently prepared school counselors could have availed themselves of the more recently introduced institutional offerings.

This undoubtedly has left some school counselors with less than a most desirable preparation. For example, only 43 per cent of the elementary school counselors in Greene's sample had completed any type of counseling practicum experience.

It suggests that counselor educators should provide for these counselors experiences which could help bring the counselors more up-to-date in their various guidance and counseling skills.

III

THE AMERICAN ELEMENTARY SCHOOL COUNSELOR

Until 1966 no comprehensive national census of full time elementary school counselors in the United States had been reported. In the spring of 1966 Greene asked the chief guidance officers in the fifty state departments of education to send him the names of the schools, and of the full-time counselors serving schools in their states whose work was with the children in grades Kg through six, seven, or eight. He received such lists from thirty-six states. Three states reported that they had no elementary school counselors. Eleven states sent the names of school districts having elementary school counselors and their names were sought from the districts. It is of interest to note the numbers of persons reported to Greene by states:

*Alabama	1	Montana	16
Alaska	0	Nebraska	5
**Arizona	4	Nevada	4
Arkansas	17	New Hampshire	9
**California	131	New Jersey	18
Colorado	8	*New Mexico	20
Connecticut	59	New York	521
Delaware	2	North Carolina	0
Florida	8	North Dakota	1
Georgia	13	Ohio	39
Hawaii	7	Oklahoma	0
Idaho	4	Oregon	23
Illinois	60	Pennsylvania	33
Indiana	27	Rhode Island	7
Iowa	4	South Carolina	6
*Kansas	27	South Dakota	12
Kentucky	10	**Tennessee	19
*Louisiana	6	Texas	51
Maine	7	Utah	7
*Maryland	64	Vermont	2
Massachusetts	88	Virginia	3
Michigan	21	*Washington	40
Minnesota	1	West Virginia	2
Mississippi	3	*Wisconsin	6
Missouri	27	Wyoming	5
		Total	1448

*Lists provided by all districts.

**Lists from some districts. In these states it is doubtful that full-time elementary school counselors were found.

Of these 1448 elementary school counselors, 1187 answered Greene's inquiry. Of these 1,187,777 were full-time, certified and serving in both primary and intermediate grades. Six hundred and ten completed the instruments which were sent to them by Greene. Sixty-

five per cent of these full-time counselors were women, their ages being between 30 and 45 in about half the cases. They served the following numbers of schools:

One school	54%
Two schools	20%
Three schools	7%
Four schools	6%
Five schools	13%

Their pupil populations served were:

0-249-less than 1%
250-749-24%
750-999-15%
1000-1499-29%
More than 1500-32%

Two-thirds of these schools had had full-time counselors less than four years.

Greene's counselors also reported the staffing in other pupil personnel areas as follows:

	Full	*Part*	*None*
School social worker	11%	37%	52%
Visiting Teacher	9%	23%	68%
School psychologist	18%	56%	26%
Remedial Teacher	54%	28%	18%

The counselors regarded themselves as responsible "most immediately" to their principal in 62 per cent of the cases, to their guidance director in 22 per cent of the cases, and to their superintendent in 12 per cent.

The counselors were asked to indicate how many years they had served as a counselor in the elementary grades. Although thirty-four per cent indicated that this was their first year, over twenty-five per cent responded that they had been an elementary school counselor for five or more years.

Over eighty per cent of the counselors indicated that they had not worked as a counselor in grades other than the elementary grades.

Almost the same number of counselors (seventy-eight per cent) also indicated that they had originally prepared to teach at the elementary level rather than at the secondary level.

One-half of the counselors reported that they had taught at the elementary level for eight or more years. Thirty-four counselors circled both possible responses, suggesting that either the counselors progressed through a teacher preparation program that offered dual certification or overlapped their certification somewhere in the middle grades, or that the counselors were reluctant to indicate that they were not originally prepared to be elementary school counselors.

Nearly seventy-five per cent indicated that they had never taught in grades nine through twelve.

While only forty per cent of the counselors indicated they were paid members of the American Personnel and Guidance Association, seventy-seven per cent of the counselors claimed paid membership in local or state guidance associations.

When asked if they were a certified school counselor in their respective states, over three-fourths of the counselors indicated that they were certified. Over two-thirds of the counselors reported that their states did require certification for elementary school counselors and about half (forty-nine per cent) indicated that this certification did not differ from that required for secondary school counselors. Almost one-fourth (twenty-three per cent) of the counselors indicated that they did not know whether the elementary school counselor requirements differed from the secondary school counselor requirements.

IV

FUNCTIONS PERFORMED BY FULL-TIME ELEMENTARY SCHOOL COUNSELORS

An inventory based upon that developed by Raines (1964) was used twice with the sample of full-time, certified elementary school counselors. First they were asked to report what they *do* at the primary and at the intermediate levels. Then, they were asked to report what they believed they should be doing more at each of these grade levels. (Appendix B)

A Summary.

Greene's findings will first be summarized in this section and then delineated in great detail in the remaining portion of this report. Greene's major findings were:

1. The counselors reported performing an extended and varied list of functions. In short, they are engaged in a complicated, demanding job.

2. The counselors reported, in general, more of their functions being performed in the intermediate grades than in the primary grades. This was not true of *all* functions but of most functions; though the difference was often slight.

3. A major difference between functions performed in intermediate and in primary grades is to be found when one compares the frequency with which they have direct contacts with children. These are more apt to apply in the intermediate than in the primary grades. In the primary grades the counselors spend more of their time in consultative work with teachers and parents. This, Greene surmises, may be due to lack of skill in counseling the very young children, to over-load, or to professional commitment to the idea that primary children are best dealt with by their teachers.

4. Counselors reported that they believe they should be performing nearly all of the 104 functions more than they are currently doing. Is this due to their natural idealism, to heavy loads, or to inefficient organization of their time? Greene believes, and certainly evidence from other surveys supports this conclusion, that many

more pupil personnel workers are needed in the schools. He also recommends that counselors work hard to establish priorities based upon evidence of what functions produce the best results for them.

5. Greene also asked a sample of counselor educators* to indicate on his inventory what they believe the functions of the elementary school counselor should be. He found that the counselors and the counselor educators agreed substantially in their responses, both as regards work in the primary and in the intermediate grades.

6. What were the functions elementary school counselors *most commonly perform?* Below are listed those they reported performing "Usually" and "Always" in more than fifty percent of the cases:

	Primary Grades	*Intermediate Grades*
1. In the spring prepare the children for the next higher grade or school by group discussion and visits	22%	76%
2. Make observations and write anecdotal records on pupils selected for study	67	68
3. Analyze the instructional implications of ability and achievement test results	49	51
4. Use group test results for diagnostic purposes	54	57
5. Analyze cumulative record information to better understand the children	92	93
6. Help children develop the attitude that all honest occupations are worthy of respect	56	64
7. Identify and refer children to the school psychologist	73	73
8. Identify and refer children to psychiatric help	59	60
9. Identify and refer children to community agencies	69	68
10. Refer children to be screened for special classes for the gifted or slow learners	74	76
11. Have individual conference with children who are not achieving well in school	57	70
12. Seek background information about children prior to counseling	92	92
13. Schedule individual conferences for children in which they may discuss matters of concern or of interest	52	66
14. Use counseling to help children in their normal development	52	58
15. Provide individual counseling for those children presenting learning or adjustment difficulties	73	78
16. Discuss referral sources and procedures with the staff	72	73
17. Help teachers cope with children who present learning or adjustment problems	91	92
18. Consult with teachers regarding the development of a child	88	88
19. Make recommendations for curriculum change	73	78
20. Conduct parent conferences to discuss children who are experiencing academic difficulty	62	66
21. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school	79	80
22. Consult with parents regarding the development of their child	66	66
23. Conduct parent conferences to discuss a home or family problem which is affecting the child's school adjustment	54	54

* The chairmen of the counselor education department of each of the forty-five colleges and universities identified by Nitzschke (1964) as being involved in special programs for the preparation of elementary school counselors was requested to have counselor educators in his staff complete a special form of the Elementary School Guidance Opinionnaire. All counselor educators (98) who completed and returned the opinionnaire were included in the counselor educator sample. These ninety-eight counselor educators represented twenty-seven colleges and universities.

24. Conduct parent conferences to discuss help needed by their child in terms of a special class or agency referral 68 71

25. Provide counseling for parents who wish it if the family problem is affecting the child's school adjustment 53 53

When one examines these twenty-five functions performed by more than half of the counselors it is clear that the difference in frequency of performance, between primary and intermediate grades, is negligible for most of the items — with the exception of 1, 6, 11, 13, and 14. Three of these five functions involve counseling.

A classification of functions performed by more than half of the counselors "Usually-always" and "Never-rarely" and of the functions which a majority of the counselors reported they *should* perform more commonly than they do will be found in the following tabular summary:

		DO Perform						*SHOULD Perform*		
	No. of	*Usually-Always*			*Never-Rarely*			*Usually-Always*		
Functions	*Items*	*Both*	*Prim.*	*Int.*	*Both*	*Prim.*	*Int.*	*Both*	*Prim.*	*Int.*
Referral services	6	67%						100%		
Parental assistance and relations	15	40			20			67		
Test interpretation	6	33			50	16		50		13
Child study, non testing	7	30			14	30		43	14	
Counseling and other individual assistance to children	18	28			22	28		40	5	19
Staff assistance and relations	15	27			27			51		
Group work with children, primarily for informational purpose	8	12			75	12		25		12
Orientation services to children	8			12	40	25		40		25
Group work with children, mental health and personal matters	10				50	30	10	10		20
Test administration, scoring, recording	9				80	10		10		
Research and evaluate	2				100			50		
TOTAL	104	23%		1%	36%	15%	1%	44%	2%	9%

This table reads as follows: The counselors reported that they usually or always performed 67 per cent of the referral service functions, but believed they should perform 100 per cent of these more often than they did. Also, the two research and evaluation functions. The table also reports functions performed in both primary and intermediate and at each level separately.

It would appear that the most common functions of elementary school counselors are those of counseling and otherwise assisting individual children, working with parents, collaborating and consulting with teachers, performing in the same areas — counseling, staff consultation. To a lesser degree they would like to be doing more orientation activities, group work with children and research. The counselors listed many more activities they believe they should be more commonly engaged in with intermediate grade children than with primary grade children. One gets the impression that these counselors are giving more of their time to the intermediate than to the primary grades.

All in all, these counselors are obviously very busy staff members, engaged in a great variety of functions. They are by no means satisfied that their activities are sufficient to the needs they face. Neary half the activities were checked as needing to be performed more often than they are performing them. Greene's facts regarding the loads of these counselors give further strong evidence to the need for more counselors and other pupil personnel workers in the elementary schools. One cannot help but note that these counselors in the Greene survey are serving a distinct minority of American elementary schools.

The More Detailed Findings.

The responses solicited from the sample of counselors and the sample of counselor educators differed somewhat. The counselors first were asked to respond to the 102 functions listed in the opinionnaire (See Appendix) according to the following directions:

THE FREQUENCY WITH WHICH THE COUNSELORS *DO* PERFORM THE FUNCTIONS:

NEVER — at no time or on no occasion.
RARELY — seldom, infrequently, or hardly ever.
SOMETIMES — about half of the time.
USUALLY — frequently, most often or ordinarily.

ALWAYS — in every instance, invariably or without exception.

THE FREQUENCY WITH WHICH THE COUNSELORS *SHOULD* PERFORM THE FUNCTIONS, using the same set of five reactions. The two questionnaires were distributed with a slight lapse of time intervening.

The sample of counselor educators was asked to respond in terms of what they believed *should* be the functions of the elementary school counselor.

In all cases responses were made in terms of the two levels of the elementary school — the primary and the intermediate.

The responses provided data that was utilized in two ways. First, the responses represented, item-by-item, the frequency that counselors do or should perform the functions. Second, the above frequency of responses provided, item-by-item, the data necessary to determine, by means of chi-square tests if differences existed between the responses to the form of questions asked about each item.

The opinionnaire items comprised ten major categories of guidance services in the elementary schools. These ten areas were: 1) orientation services, 2) appraisal services, 3) testing services, 4) record services, 5) information and planning services, 6) referral services, 7) counseling and adjustment services, 8) services to staff, 9) services to parents, and 10) research and evaluation services.

Orientation Services. (Items one through eight)

A. Generally, the counselors performed the orientation functions sometimes or less than sometimes at the primary and at the intermediate levels. They did perform seven of the eight functions observably more in the intermediate grades, but only one function was usually or always performed by more than forty per cent of the counselors. This function concerned preparing intermediate grade pupils, in the spring, for the next higher grade.

B. The counselors judged that they should perform all of the functions obserably more, at both levels, than was their practice.

C. Although they judged that they should perform seven of the eight functions observably more in the intermediate grades than in the primary grades, there were only three functions that more than one-half of the counselors judged they should usually or always perform at both levels. These were: (1) At the beginning of the school year have an individual conference with each child new to the school; (2) Have and individual conference with new children transferring into the school; (3) Meet with parent groups to acquaint them with various aspects of the school program.

D. The counselor educators and counselors agreed closely regarding the desirability of the counselors performing the orientation functions. On none of the eight orientation items was there substantial disagreement.

The pupil appraisal services. (Items nine through nineteen) Eleven functions were classified as pupil appraisal services. The findings were as follows:

A. Generally, the counselors performed the pupil appraisal functions never or only rarely. Only one function, periodically making observations and writing anecdotal records on pupils selected for study, was usually or always performed by more than one-half of the counselors. The counselors performed seven of the eleven functions observably more in the intermediate grades than in the primary grades. One function, concerning the use of toys and dolls, was, understandably, performed observably less in the intermedite grades than in the primary grades.

B. The counselors judged that they should perform all of the functions observably more, at both levels, than was their practice.

C. Most of the counselors judged that they should never or just rarely perform but one of the appraisal services. This function concerned discussing with primary level classes general sociometric findings. Most of the counselors judged that they should perform the other ten functions sometimes or more. They judged that they should perform six of the eleven functions observably more in the intermediate grades than in the primary grades. The counselors judged that they should use toys and dolls observably more in the primary grades.

D. The counselor educators generally did not significantly differ with the counselors concerning how frequently the appraisal functions should be performed. The counselors judged that they should observe and write anecdotal records on children selected for study, significantly more, at both levels, then the counselor educators judged they should. There were five other functions which the counselors judged they should perform observably more at one level or the other, than the counselor educators judged they should.

The group testing services. (Items twenty through thirty-six) Seventeen functions were classified as group testing services. The findings were as follows:

A. Over one-half of the counselors never or just rarely performed eight of the group testing functions at the two levels. Similarly, over one-half of the counselors never or rarely performed an additional four functions in the primary grades. They performed thirteen of the functions observably more in the intermediate grades.

B. The counselors judged that they should perform thirteen of the functions observably more in the primary grades and two of the functions observably less in the primary grades than was their practice. These latter two functions both concerned the scoring of tests. The counselors judged that they should perform twelve of the functions observably more in the intermediate grades and four of the functions observably less, in the intermediate grades, than was their practice. These latter four functions concerned scoring and administering tests.

C. Although the counselors judged that they should perform thirteen of the functions observably more in the intermediate grades than in the primary grades, there were only three functions that more than one-half of the counselors judged they should usually or always perform at the two grade levels. These were: 1) Use group test results for diagnostic purposes; 2) Test new pupils transferring into the school without adequate ability and achievement test results; and, 3) Analyze the instructional implications of ability and achievement test results.

D. The counselor educators generally did not significantly differ with the counselors concerning how frequently the group testing functions should be performed. The counselors judged that they should perform three of the functions observably more, in the primary grades, than the counselor educators judged they should and they judged they should perform one of the functions observably less, in the primary grades, than the counselor educators judged they should. The counselors judged that they should perform one of the functions observably more, in the intermediate grades, than the counselor educators judged they should and the counselors judged they should perform two of the functions observably less, in the intermediate grades, than the counselor educators judged they should.

The record services. (Items thirty-seven through forty-one) Five items were classified as record services. The findings were as follows:

A. Over ninety per cent of the counselors analyzed cumulative record information to better understand the children. Most of the counselors discussed with parents, sometimes or more, their child's cumulative record. The other record functions were never or rarely performed. Three of these functions were performed observably more in the intermediate grades.

B. The counselors judged that they should perform four of the five functions observably more, at both levels, than was their practice.

C. Although the counselors judged that they should perform four of the functions observably more in the intermediate grades than in the primary grades, there was only one function (concerning the analyzing of cumulative record information to better understand the children) that more than one-half of the counselors judged they should usually or always perform at the two levels.

D. The counselors did not significantly differ with the counselor educators concerning three of the functions. The counselors judged that they should perform one function (analyze cumulative records) obesrvably more, at both levels, than the counselor educators judged they should and they judged they should assume responsibility for keeping children's cumulative records up to date observably less, at both levels, than the counselors judged they should.

The information and planning services. (Items forty-two through fifty-two) Eleven items were classified as information and planning services. The findings were as follows:

A. Generally, the counselors never or just rarely performed these functions. The only function that was usually or always performed by over one-half of the counselors concerned helping children to develop the attitude that all honest occupations are worthy of respect. All of the information services were performed observably more in the intermediate grades.

B. The counselors judged that they should perform all of the information and planning services observably more, at both levels, than was their practice.

C. Although the counselors judged that they should perform all of the functions observably more in the intermediate grades than in the primary grades, there were only two of these functions which most of the counselors judged they should usually or always perform. These were: 1) Help children develop the attitude that all honest occupations are worthy of respect; and, 2) Evaluate instructional materials regarding the picture they give children concerning the world of work.

D. The counselors generally did not differ with the counselor educators concerning these functions. There were four functions at the primary level and three functions at the intermediate level which the counselors judged should be performed observably more than the counselor educators judged they should be performed.

The referral services. (Items fifty-three through fifty-nine) Seven items were classified as referral services. The findings were as follows:

A. Well over one-half of the counselors usually or always performed four of the seven referral functions. One of the functions, that concerning identifying and referring children for psychiatric help, was performed observably more in the intermediate grades.

B. The counselors judged that they should perform all of the referral services observably more, at both levels, than was their practice.

C. The counselors did not differ concerning how frequently they judged they should perform the functions at the two levels. Over three-fourths of the counselors judged that they should usually or always perform this function. Just over one-half of the counselors judged that they should never or rarely screen children for special classes by using individual tests.

D. The counselors generally disagreed with the counselor educators concerning how frequently they should perform the functions at the two levels. There were five functions, at the two levels, which the counselors judged should be performed observably more than the counselor educators judged they should be performed.

The counseling and adjustment services. (Items sixty through seventy-nine) Twenty items were classified as counseling and adjustment services. The findings were as follows:

A. The counselors performed fifteen of the twenty

functions observably more in the intermediate grades than in the primary grades. They used toys and dolls to facilitate communication with children observably less in the intermediate grades than in the primary grades. One-half or more of the counselors usually or always performed four of the counseling and adjustment functions. These were: 1) Have individual conferences with children who are not achieving well in school; 2) Seek background information about children prior to counseling; 3) Schedule individual conferences for children in which they may discuss matters of concern or of interest; and, 4) Use counseling to help children in their normal development. Almost one-half of the counselors (forty-seven per cent) usually or always use toys and dolls, in the primary grades, to facilitate communication with children.

B. The counselors judged that they should perform seventeen of the twenty counseling and adjustment services significantly more, at both levels, than was their practice. They judged that they should perform one function, concerning the giving of psychotherapeutic help to children with deeper types of problems, observably less, at both levels, than was their practice.

C. The counselors judged they should perform seventeen of the functions observably more in the intermediate grades than in the primary grades. They judged they should use toys and dolls to facilitate communication observably less in the intermediate grades than in the primary grades.

D. The counselors judged that they should perform nine of the functions observably more, in the primary grades, than the counselor educators judged they should. They judged that they should perform two of the functions observably less, in the primary grades, than the counselor educators judged they should. These were: 1) Give psychotherapeutic help to children with deeper types of problems; and, 2) Make and listen to tape recordings of your counseling sessions.

The counselors judged that they should perform two of the functions observably more and two of the functions observably less, in the intermediate grades, than the counselor educators judged they should.

Services to the staff. (Items eighty through ninety-three) Fourteen items were classified as services to the staff. The findings were as follows:

A. Three of the functions were performed observably more in the intermediate grades. Only four of the functions were usually or always performed by over one-half of the counselors. There were: 1) Help teachers cope with children who present learning or adjustment problems; 2) Consult with teachers regarding the development of a child; 3) Make recommendations for curriculum change; and, 4) Discuss referral sources and procedures with the staff.

B. The counselors judged that they should perform thirteen of the functions in the primary grades and twelve of the functions in the intermediate grades significantly more observably than was their practice.

C. There were only two of the services to the staff which the counselors judged they should perform observably more in the intermediate grades than in the primary grades. Over one-half of the counselors judged that they should usually or always perform most of the functions.

D. The counselors judged that they should perform one (provide individual counseling for teachers who have personal or professional problems) of the functions observably more and three of the functions observably less, in the primary grades, than the counselor educators judged they should. These three were: 1) Conduct in-service education programs for the staff in the area of pupil appraisal; 2) Conduct in-service education for the staff regarding the standardized testing program; and, 3) Make recommendations for curriculum change.

The counselors judged that they should perform three of the functions observably more, in the intermediate grades, than the counselor educators judged they should. These were: 1) Conduct in-service education programs for staff members regarding mental health in the classroom; 2) Obtain guidance materials and films for the teacher; and, 3) Provide individual counseling for teachers who have personal or professional problems. The counselors judged that they should perform two of the functions observably less, in the intermediate grades, than the counselor educators judged they should. These were: 1) Conduct in-service education for the staff regarding the standardized testing program; and, 2) Make recommendations for curriculum change.

Services to parents. (Items ninety-four through one hundred two) Nine items were classified as services to parents. The findings were as follows:

A. Generally, the counselors performed these functions sometimes or more. They performed two of the functions observably more in the intermediate grades than in the primary grades. These were: 1) Conduct parent conferences to discuss children who are experiencing academic difficulty; and, 2) Conduct parent conferences to discuss help needed by their child in terms of special class or agency referral.

B. The counselors judged that they should perform all of the functions observably more, at both levels, than was their practice.

C. More than one-half of the counselors judged they should usually or always perform all of these services for parents. Counselors judged they should perform one of the functions, (Conduct parent conferences to discuss children who are experiencing academic difficulty) observably more in the intermediate grades than in the primary grades.

D. Generally, the counselors did not agree with the counselor educators concerning how frequently they should perform the services to parents. The counselors judged that they should perform six of the nine functions observably more, at both levels, and one other of the functions observably more, at just the intermediate level, than the counselor educators judged they should.

Research and evaluation services. (Items 101 and 102) Two items were classified as research and evaluation services. The findings were as follows:

A. Generally, the counselors only never or rarely performed these functions.

B. The counselors judged that they should perform both functions observably more, at both levels, than was their practice.

C. Most of the counselors judged that they should perform the functions sometimes or more.

D. The counselors and counselor educators did not differ significantly concerning how frequently the counselors should provide leadership, at both levels, in evaluating guidance services. The counselors judged that they should conduct research regarding the effectiveness of guidance services observably less, at both levels, than the counselor educators judged they should.

V. IMPLICATIONS

On the basis of the above findings, the following inferences seem plausible.

1. The counselors indicated that they do and should perform most of the functions which involve working directly with children significantly more, in the intermediate grades, than in the primary grades. The functions which did not involve the counselors working directly with children, namely referral services, services to the staff, and services to parents, were generally performed at about the same frequency at the two levels. This suggests that the services most frequently offered to primary grade children are offered indirectly through other personnel or agencies, through the teachers, or through parents. This finding suggests a number of implications for counselors and counselor educators and can be viewed from a number of directions.

First, the findings may represent a skewed opinion because many of the counselors have not yet learned or developed methods and techniques suitable for working effectively with primary grade children.

Second, the finding may represent a true opinion of the real situation, thus supporting, in practice at least, a view commonly expressed in the literature which suggests that counselors should allocate more of their direct services to intermediate grade pupils because primary grade children lack the maturity to participate in and at the same time benefit from many types of directly offered services, such as individual or group counseling.

At the same time, it represents a step away from some of the developmental guidance approaches which seem to dominate the literature.

It also implies that counselor educators must influence the curricular offerings of the counselor-preparation programs to the place where counselors-in-training will gain the necessary experiences, information, and techniques needed to comfortably and competently collaborate with teachers, parents, and officials of community agencies to focus upon coordinated help for individual children. It would seem that the curricular offerings would prepare counselors to develop and to direct cooperatively programs of in-service study for teachers and for parents.

At the same time, counselor educators must influence the curricular offerings of teacher preparation programs so that teachers-in-training will also better understand and more comfortably accept the consultative-collaborative services of an elementary school counselor.

It would also seem that the curricular offerings would prepare counselors to provide any necessary individual or group counseling services which may evolve from consultative services.

If the findings represent a skewed opinion because many counselors have not learned or developed effective methods or techniques for working directly with primary grade children, then counselors and counselor educators must collaborate to develop such needed methods or experiences. It seems quite plausible that some counselors have not learned or developed methods which allow them to function directly with primary grade children, when one notes that less than one-half (forty-three per cent) of the counselors reported that they had earned graduate level credit in a counseling practicum involving elementary school children.

It seems quite plausible, too, that if developmental approaches are deemed desirable, either these must be facilitated at the primary level mainly through in-service experiences for the teachers and the parents or through the development and utilization of more effective methods, techniques, and materials for use with the younger children by the counselors.

New emphases and innovations must be provided in counselor training programs to assist more adequately elementary school counselor competency with children.

Third, the findings could represent a consequence of the high pupil-to- counselor ratio previously reported in the study. About one-third of the counselors served over 1500 pupils, and over one-half served over 1000 pupils. It seems probable that high pupil-to-counselor ratios unintentionally cultivate problem-centered approaches to elementary school guidance because teachers tend to place a high priority on requesting help with their problem children. As the ratio of pupils to counselors increases, proportionately more counselor time is demanded to help with the problems of these children.

If the findings of this study are, in part, consequences of a high pupil-to-counselor ratio, counselors nd counselor educators should better advise school boards and school administrators about the unintentional approaches (and thus services emphasized) which result from such ratios.

2. The counselors judged that they should perform nearly all of the functions significantly more, at both levels, than was their practice. This finding also suggests a number of implications for counselors and counselor educators. First, the differences, to some unmea-

sured degree, may be due to the nature of the design of this study. Second, the differences may relate to the very human response that, again in some degree, could be expected when asking for what might be considered an ideal (the way they prefer things to be). Third, the differences may result from a true inability on the part of the counselors to perform the functions because of a lack of time.

The first two possibilities are recognized as limitations of the study. The third reason for this difference apparently can be solved in one of two ways. First, the obvious way to provide more time for the counselor would be to decrease his counselee load by employing more counselors or other types of personnel (such as a psychometrist, school psychologist, etc.). If this is not possible, and most likely it will be very difficult to achieve this in many situations, then the counselors must be proficient in establishing priorities for the various functions which they should perform. Counselors and counselor educators must consider together the feasibility of such an emphasis. The end product of this mutual effort may reach the place where a prognosis for success and a prognosis of time needed for success would enter into the establishment of priorities of the services that are offered.

Other implications from this finding relate closely to the first general finding, and these were discussed above.

3. Generally, the counselors and counselor educators did not differ significantly concerning how frequently they judged counselors *should* perform most of the functions at the two levels. This suggests that perhaps there is more agreement between the two than much of the literature indicates. This also suggests that the counselors tend to function with emphasis similar to those of their counselor educators, that counselor educators (most of whom have not been counselors) can objectively look at the functions being performed by the practitioners and assume like preferences, or lastly, that the degree of agreement represents a mutual exchange of information and ideas which affects both the functions counselors perform, and the functions emphasized in counselor preparation programs by the counselor educators.

It is this investigator's view that, more and more, the latter of these three possibilities will represent, if it does not now do this, the basis for this desirable coresponsibility for direction.

The items where there did exist significant differences between counselor and counselor educator responces tended to fall within the referral services, the services to the parents, and the counseling and adjustment services. This suggests that counselor educators should more intensively investigate these functions in the public schools and adjust accordingly, if desirable, the curricular offerings and experiences in their counselor preparation programs. This adjustment may be of at least three types. First, the counselor educators could offer new courses and new experiences which would help the counselors to become more proficient in the performance of certain needed functions. Second, the counselor educators could assist counselors in helping school personnel to more effectively use the available services. Last, the counselor educators could help develop within the counselors (during preparation) an awareness of the counselors' adequacy of training and capability and, hopefully, to assist the counselors to restrict their activities to areas of adequacy.

The findings, however, indicate one rather surprising trend relating to the general pattern of counselor-counselor educator agreement. In relatively few instances did the counselors or counselor educators select responses at the extremes of the range of available response options. This was rather surprising in that the counselors and counselor educators were instructed to assume that they possessed any degree of preparation, experience, and freedom (from staff and administration) that may be required to perform the function.

Generally, the counselor and counselor educator responses were very conservative (few "never" or "always" responses). This suggests that they are not strongly committed to one emphasis for elementary school guidance or that they are undecided as to what the emphasis should be.

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APPENDIX A

Institutions which reported offering a Masters Degree program for the preparation of elementary school counselors in 1967.

1. University of Arizona
2. Arkansas State College
3. Henderson State Teachers College, Arkansas
4. University of Bridgeport, Connecticut
5. University of Connecticut
6. University of Florida
7. Florida State University
8. University of Hawaii
9. Bradley University
10. Eastern Illinois University
11. Illinois State University
12. Northern Illinois University
13. Southern Illinois University
14. University of Illinois
15. Ball State Teachers College
16. Indiana University
17. Saint Francis College, Indiana
18. Purdue University
19. State College of Iowa
20. Fort Hayes Kansas State College
21. Kansas State College of Pittsburg
22. Kansas State University
23. Kansas State Teachers College
24. Murray State College, Kentucky
25. University of Kentucky
26. Northwestern State College of Louisiana
27. University of Maine
28. University of North Dakota
29. John Carroll University, Cleveland, Ohio
30. Ohio State University
31. Western Reserve University
32. Ohio University
33. Central State College, Oklahoma
34. University of Oklahoma
35. University of Tulsa
36. Oregon State University
37. University of Oregon
38. Bryn Mawr College
39. Indiana State College, Pennsylvania
40. Lehigh University
41. Pennsylvania State University
42. Shippensburg State College, Pennsylvania
43. University of Pittsburgh
44. University of South Carolina
45. East Tennessee State University
46. University of Tennessee
47. Austin College, Texas
48. Texas Technological College
49. Texas Woman's University
50. West Texas State University
51. University of Washington
52. Wisconsin State University
53. University of Maryland
54. Boston College
55. Northeastern University, Boston
56. University of Massachusetts
57. Andrews University, Michigan
58. Eastern Michigan University
59. University of Michigan
60. Wayne State University
61. Western Michigan University
62. College of St. Thomas, Minnesota
63. Northeast Missouri State Teachers College
64. St. Louis University
65. University of Missouri
66. Washington University
67. Eastern Montana College of Education
68. Montana State College
69. Municipal University of Omaha
70. University of Nevada
71. University of New Hampshire
72. New Jersey State College
73. New Mexico Highlands University
74. Bank Street College of Education, New York City
75. Hofstra University, New York
76. College at Plattsburge, New York
77. University of Rochester, New York

Institutions which reported offering a Doctors Degree program for the preparation of elementary school counselors.

1. University of Connecticut
2. University of Florida
3. University of Hawaii
4. Northern Illinois University
5. Southern Illinois University
6. Ball State Teachers College
7. University of Illinois
8. University of Maine
9. Boston College
10. University of Michigan
11. Wayne State University
12. University of Rochester
13. Ohio University
14. Ohio State University
15. University of Oklahoma
16. University of Pittsburgh
17. Texas Technological College
18. University of Washington

APPENDIX B

OPINIONNAIRE ITEMS

1. At the beginning of the year have an individual conference with each child new to the school
2. Have an individual conference with new children transferring into the school during the year.
3. Take pupils new to the school on a tour of the school plant.
4. In the spring, prepare pupils for the next higher grade by group discussion and visits.
5. Conduct class discussions, in the fall, on school purposes, rules, facilities, and staff members.
6. Arrange "get acquainted" activities for pupils.
7. Meet with parent groups to acquaint them with various aspects of the school program.
8. Plan and coordinate the school orientation programs.
9. Conduct case studies of children presenting special learning or adjustment problems.
10. Administer sociometric inventories.
11. Summarize and interpret sociogram results and develop plans to facilitate pupil adjustment with peers.
12. Discuss with classes general sociometric findings without identifying specific children.
13. Provide individual conferences for those children who wish to discuss sociometric results and peer relationships.
14. Administer personal data blanks, autobiographies, or completion sentences as student appraisal devices.
15. Use toys, dolls, etc., to better understand the behavior of children.
16. Make observations and write anecdotal records on pupils selected for study.
17. Visit the home of pupils presenting special problems.
18. Visit children's homes to better understand their total environment.
19. Involve pupils in self-appraisal activities so that they may better know their own strong and weak points.
20. Administer scholastic ability tests.
21. Score scholastic ability tests.
22. Discuss with classes the meaning of scholastic ability test results.
24. Discuss with groups of parents the meaning of scholastic ability test results.
25. Interpret to individual parents their children's scholastic ability test results.
26. Administer achievement tests.
27. Score achievement tests.
28. Discuss with classes the meaning of achievement test results.
29. Interpret to individual pupils their achievement test results.
30. Discuss with groups of parents the meaning of achievement test results.
31. Interpret individually to parents their child's achievement test results.
32. Analyze the instructional implications of ability and achievement test results.
33. Record the test results in the cumulative folder.
!34. Use group test results for diagnostic purposes.
35. Coordinate and plan the testing program of the school.
36. Test new pupils transferring into the school without adequate ability and achievement test results.
37. Assume responsibility for keeping children's cumulative records up to date.
38. Analyze cumulative record information to better understand the children.
39. Discuss with classes the purposes and contents of cumulative records.
40. Discuss individually with children the contents of their cumulative record, except the material which is confidential.
41. Discuss with parents their child's cumulative record except for the confidential material.
42. Evaluate instructional materials ragarding the picture they give children concerning the world of work.
43. Plan activities (discussions, field trips) to stimulate interest in the world of work.
44. Help children develop the attitude that all honest occupations are worthy of respect.
45. Develop and teach units on the world of work.
46. Counsel with children regarding the relationship between their self concept and their future vocational plans.
47. Teach children methods of effective studying.
48. Develop and teach a unit on how to study.
49. Obtain and show guidance films and discuss them with classes.
50. Discuss with classes their future vocational plans.
51. Develop self appraisal units which pupils could complete prior to talking about their future goals.
52. Provide individual conferences in which pupils might discuss their future goals and plans.
53. Identify and refer children to the school nurse.
54. Identify and refer children to the speech therapist.
55. Identify and refer children to the school psychologist.
56. Identify and refer children for psychiatric help.
57. Identify and refer children to community agencies.
58. Refer children to be screened for special classes by using individual tests, (e.g. Stanford-Binet).
60. Help children who are not doing well to develop effective subject matter skills.
61. Give remedial help to children who have fallen behind in reading or mathematics or other subjects.
62. Have individual conferences with children who are not achieving well in school.

63. Meet with small groups of children who present attendance, behavior, or learning problems.
64. Develop and teach units on social and emotional adjustment.
65. Schedule and conduct class sessions in which the children may express their feelings about matters concerning themselves.
66. Conduct group dynamics sessions so that children may better understand the way groups operate and their own role in groups.
67. Counsel in groups children who have educational type problems in common.
68. Counsel with groups of children who have personal type problems in common.
69. Plan sessions to help children to better understand and cope with their emotions.
70. Use toys, dolls, etc., to facilitate communication with children.
71. Seek background information about children prior to counseling.
72. Schedule individual conferences for children in which they may discuss matters of concern or of interest.
73. Use counseling to help children in their normal development.
74. Develop mental health units in which children discuss or write about their fears, their angers, or their problems.
75. Provide individual counseling for those children presenting learning or adjustment difficulties.
76. Give psychotherapeutic help to children with deeper types of problems.
77. Counsel with children with deeper types of problems.
78. Make and listen to tape recordings of your counseling sessions.
79. Do diagnostic work with children presenting problems.
80. Provide in-service education for the staff regarding orientation services.
81. Conduct in-service education programs for the staff in the area of pupil appraisal.
82. Conduct in-service education for staff regarding the standardized testing program.
83. Conduct in-service education for the staff regarding the effective use of school records.
84. Discuss referral sources and procedures with the staff.
85. Conduct in-service education programs for staff members regarding mental health in the classroom.
86. Assist in parent-teacher conferences.
87. Provide the teacher with suggestions for more effective teaching techniques.
88. Obtain guidance materials and films for the teacher.
89. Provide individual counseling for teachers who have personal or professional problems.
90. Help teachers cope with children who present learning or adjustment problems.
91. Consult with teachers regarding the development of a child.
92. Make recommendations for curriculum change.
93. Conduct group discussions with the staff in which staff members may discuss their personal or professional concerns.
94. Conduct parent conferences to better acquaint them with the school and to develop a good home-school relationship.
95. Conduct parent conferences to discuss the academic programs and adjustments of their child in school.
96. Conduct parent conferences to discuss children who are experiencing difficulty.
97. Conduct parent conferences to discuss the child who exhibits social or emotional problems in school.
98. Consult with parents regarding the development of their child.
99. Conduct parent conferences to discuss a home or family problem which is affecting the child's school adjustment.
100. Conduct parent conferences to discuss help needed by their child in terms of a special class or agency referral.
101. Provide counseling for parents who wish it if the family problem is affecting the child's school adjustment.
102. Meet with small groups of parents when they have children with similar problems and the parents wish help.
103. Provide leadership in evaluating guidance services.
104. Conduct research regarding the effectiveness of guidance services.